1-1-1973

Pupil teams and pupil tutors in the elementary school survey of literature and suggested first grade program

Janelle Ann Brittain

PUPIL TEAMS AND PUPIL TUTORS IN THE ELEMENTARY SCHOOL SURVEY OF LITERATURE AND SUGGESTED FIRST GRADE PROGRAM

by

Sister Janelle Ann Brittain, C.S.J.

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION (READING SPECIALIST)
AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin

1973

This Research Paper has been
approved for the Graduate Committee
of the Cardinal Stritch College by

George J. Coretelli
Advisor

March 1, 1973

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to Mr. George Cretelli for directing this paper.

Grateful acknowledgement is expressed to the Sisters of St. Joseph of Wichita for permitting me to pursue my studies, and also, to the staff of Cardinal Stritch College for their help and encouragement.

TABLE OF CONTENTS

CHAPTER I

PROBLEM

Introduction

> One of the major problems facing today's schools at the elementary level, or for that matter, at any level, is the inability to establish effective contact. It is more apparent at the elementary level because the child lacks the mental maturity to reach out entirely on his own. The main problem is how to give him individual attention.[1]

In searching for ways to give every child this individualized attention in the classroom, teachers have tried simple methods, complex methods, combined methods, and a diversity of materials. How is it possible to reach every child?

One method written about and used by many teachers to help reach each child is to let the children cooperate in the teaching that is taking place within the classroom. This seems a most natural way to increase the personal contact needed by each individual child.

The technique of involving students gives them a chance to share what they know, and to learn to work with others. It also gives the teacher more time to help those who need special attention.

---

[1]Gerard A. Poirier, Students As Partners in Team Learning (Berkeley, California: Center of Team Learning, 1970), p. 187.

> The experiences of the 1960's seem to indicate that the key to learning is individualization, and the use of the student or pupil as a teacher is one way to increase this individualization.[2]

Statement of the Problem

The purpose of this paper is to survey literature concerning the use of pupil teams and pupil tutors in the elementary school, and to develop a program for first graders using these plans.

Scope and Limitations

This paper is limited to a survey of literature concerning pupil teams and pupil tutors in the elementary school, Kindergarten through sixth grade.

Several studies referred to are unpublished dissertations. Those published or reviewed are often observations made by teachers and pupils. Empirical studies of these plans in first grade are few.

Definition of Terms

pupil tutor.....older child helping younger child

tutee.....child being taught

pupil teams.....teams of two or more pupils in the same grade level who work cooperatively on an assigned task

---

[2]Alan Gartner, Mary Conway Kohler, and Frank Riessman, Children Teach Children (New York: Harper & Row, Publishers, 1971), p. 2.

CHAPTER II

SURVEY OF LITERATURE

Pupil Teams

A pupil team is similar to the pupil committee or the interest group. There is an added element of helping relationships and it also has a more formal group structure.[1] It utilizes the natural tendency of children to work together. This desire to work in teams should be encouraged whenever it promises to increase the amount and quality of learning in the classroom. It should be avoided when it seems to deminish either.[2]

Students working at a common task, working to achieve a common learning goal and inquiring together toward a common end are learning to work together.[3] These students working in the classroom are a prototype of society outside the classroom.[4] "As they make their contributions they learn to

---

[1]George D. Spache, Toward Better Reading (Champaign, Illinois: Garrard Publishing Company, 1963), pp. 144-145.

[2]Donald D. Durrell, "Implementing and Evaluating Pupil Team Learning Plans," Change and Innovation in Elementary School Organization, ed. Maurice Hillson and Ramona Karlson (New York: Holt Rinehart and Winston, 1967), p. 236.

[3]W. R. Wees, Nobody Can Teach Anyone Anything (New York: Tower Publications, Inc., 1971), p. 121.

[4]Poirier, Students As Partners, p. 16.

accept and to carry out their personal responsibilities for the advancement of that small society of which they are members."[5]

> Self respect and respect for others are like the yarns of warp and woof. Each makes the others possible. As the child gains in self respect he can afford to respect others. And since respect for one another among human beings produces both the rhythm and the melody in human relationships, respect for others must be an end product of what goes on in school.[6]

Children like to work in teams. This desire has been so commonly observed that all early lists of instincts included gregariousness as a general human quality.[7] It also offers a motivating force which can be utilized in the classroom.[8] Pupil teams involve a cooperative-competitive approach to learning and provide both an avenue for individualized teaching and a method for individualized learning by more active participation of the students.[9] It is an administrative technique for providing for individual

---

[5]Wees, Nobody Can Teach, p. 121.

[6]Ibid., p. 46.

[7]Donald D. Durrell and Helen A. Murphy, "Boston University Research in Elementary School Reading 1933-1966," Journal of Education, CXLVI (December, 1963), p. 42.

[8]Donald D. Durrell and Viola A. Palos, "Pupil Study Teams in Reading," Education, LXXVI (May, 1956), p. 75.

[9]Poirier, Students As Partners, p. 16.

differences with possibilities for reinforcing and enriching the amount of pupil practice per hour.[10]

Team learning is also diagnostic and individualized. It provides a humanizing and individualizing influence in the class by teaching all of the students most of the time.[11] It is concerned with the learning opportunities the teacher can make in teaching to individual differences within his particular classroom, regardless of the type of grouping followed in a school organization.[12]

> In team learning, it is possible to establish almost total contact because the students become "teachers in miniature". As leaders and coleaders they are able to assist fellow students and to offer suggestions to help them more often than the teacher is able to do. Since the student has a peer group relationship with other members of his group and can receive aid quickly, he is motivated to learn and to work to capacity.[13]

The independence in self-directed learning and concern for helping each other that grows from the team activities provides help when needed and allows individual progress

---

[10]Donald D. Durrell, "Pupil-Team Learning: Objectives, Principles, Techniques," Changing Concepts of Reading Instruction, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. VI (New York: Scholastic Magazines, 1961), p. 75.

[11]Poirier, Students As Partners, p. 13.

[12]Walter J. McHugh, "Pupil-Team Learning in Reading in the Intermediate Grades," Changing Concepts of Reading Instruction, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. VI (New York: Scholastic Magazines, 1961), p. 79.

[13]Poirier, Students As Partners, p. 188.

without waiting for the teacher.[14] Boys particularly benefit from pupil team activities. This gives them a chance to gain attention in a legitimate way.[15]

"It has long been obvious that children learn from their peers, but a more significant observation is that children learn more from teaching other children."[16]

The most extensive use of pupil teams has been in self-contained classrooms. It brings the advantages of the ungraded school, yet a single teacher is responsible for most of the instruction.[17] Although not a panacea, pupil teams have a place in the educational process, for some child at some stage of development. It is the teacher's task to discover the place and the proportions of pupil team learning situations that will be valuable to her.[18] It is "The quality of her direction, planning, and enthusiasm that determines whether team learning is vigorous and disciplined, or whether it results in confusion and disorder."[19]

---

[14]Doris U. Spencer, "Individualized First Grade Reading Verses a Basal Reader Program in Rural Communities," The Reading Teacher, XIX (May, 1966), p. 597.

[15]Margaret La Pray, Teaching Children to Become Independent Readers (New York: The Center for Applied Research in Education, Inc., 1972), p. 164.

[16]Gartner, Children Teach Children, p. 1.

[17]Durrell, "Implementing," p. 238.

[18]Durrell, "Pupil-Team Learning," p. 76.

[19]Durrell, "Implementing," p. 238.

Durrell states that the teacher is the key figure in the use of pupil teams and has the following duties to perform.

1. To set learning tasks and to react to team products. (Mark only interspersed individual tasks.)
2. To describe the make up of most teams.
3. To analyze and evaluate individual tests of achievement.
4. To balance the day between team learning and whole class activity.
5. To plan the program of enrichment.
6. To discipline when non working noise appears in the group.[20]

Additional duties listed by Maurer are:

7. To develop units of work drawn up as specifications.
8. To gather resource supplements (Quizes, vocabularies, guidelines).
9. To have available the solution keys.
10. To develop topics that call for specialization.
11. To have a plan that makes certain every pupil will respond.
12. To prepare and give spot oral quizes, and paired tests that are followed by individual tests.[21]

Poirier also includes in his list:

13. To provide an opportunity to grow within flexible teams.

---

[20]Durrell, "Implementing," p. 237.

[21]David C. Maurer, "Team Learning: 'How did you work no. 5?'," Today's Education, XVII (December, 1968), pp. 63-64.

14. To develop a spirit of inquiry within each individual.[22]

The teacher's success in using pupil teams will depend heavily on the suitability of "the learning package" to the needs of the group. It must be meaningful and important to the students, neat and easy to score. "The task must be definite, clear, and specific; indefiniteness invites confusion."[23]

Pupil teams require planning skill in the teacher and a flexible broad reading program that promotes many varied applications of reading.[24]

The teacher must never assume that students given a task will automatically develop the new skills.[25] The teacher must direct questions to the group to help keep them on the path, speed up or slow down a group. If a child is having problems the teacher can take him aside and give him special help.[26]

There are certain differences a teacher will find in the classroom using pupil teams. These are:

1. Students are encouraged to study and compare papers.

---

[22]Poirier, Students As Partners, p. 34.

[23]Durrell, "Pupil-Team Learning," p. 76.

[24]Spache, Toward Better Reading, p. 145.

[25]Harold L. Herber, Teaching Reading in Content Areas (Englewoods Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 201.

[26]Ibid., p. 205.

2. Students must talk.

3. Students have the ability and use it to help each other learn.

4. Students are encouraged to be independent.[27]

5. Most papers are marked as a small practice step in a learning process rather than as a test of achievement. "Pupil-team learning assumes that most school activity is practice toward achievement, and that mutual aid in this practice may be desireable."[28]

The use of pupil teams allows the teacher to:

1. Adjust to team differences in level and learning rates.

2. Develop specific practice for a team.

3. Use different levels of a study guide.

4. Provide opportunities for recall and reaction by individuals.

5. Provide an atmosphere of greater security in learning.

6. Let children have experiences in social development and group responsibility.[29]

Teams may benefit the pupil by enhancing pupil self-discipline, initiative, and self-direction while making reading experiences meaningful, significant and useful.[30]

Other benefits that accrue from pupil team work include the opportunity for many more children to recite,

---

[27]Dona Kofod Stahl and Patricia Murphy Anzalone, Individualized Teaching in Elementary Schools (West Nyack, New York: Parker Publishing Company, Inc., 1970), p. 45.

[28]Durrell, "Implementing," p. 237.

[29]Durrell, "Pupil Study Teams," p. 552.

[30]McHugh, "Pupil-Team Learning," p. 79.

for able students to serve the needs of others, for each group to receive a reasonable task allowing more able students to go ahead and slower students are not frustrated by an unrealistic pace, for each child to have an opportunity to contribute and to receive peer approval.[31]

When two students of similar ability are working together both can benefit from the material being studied, both are more comfortable and both can work at a similar rate. They can develop independence, self-reliance, and a high degree of self-evaluation.[32]

Other valuable by-products of students working with each other are the opportunity of working with others of differing talents and capabilities, of learning how to accept the strengths and weaknesses of others when working cooperatively on a task, and of learning how to appreciate the contributions of others as well as ones own contributions.[33]

Pupil teams also allow an exchange of ideas, points of view, an expression of opinions, and opportunities for success.[34]

There are many situations when interest is heightened, comprehension is increased, and general achievement is improved through pupils working in teams of two or three.

---

[31] Herber, Teaching Reading, p. 206.

[32] Stahl, Individualized Teaching, p. 46.

[33] Herber, Teaching Reading, p. 201.

[34] Ibid., p. 203

"There is seldom any type of learning that is not enhanced by children working in pairs."[35]

Pupil teams combine the motivating power of individual progress with that of the security of having a partner or partners in a learning situation.[36] Within the security of the team the best reader can demonstrate that it is fun. Each child will have their own book and their own friend. Students will usually choose someone of about equal reader level to work with. It is more helpful than reading alone because each child has an audience as well as someone to share the humor and excitement with. A difficult word will find itself attacked by two heads instead of one.[37]

Poirier suggests that primary and intermediate teachers need to use linear teaching before placing their children in teams. They should know their children well, even make notes on three by five cards, concerning their achievement level, their strengths and needs, their capacity to achieve, their social and personal development.[38] Only one subject at a time should be adapted to pupil learning teams. When it is functioning smoothly then another subject can be adapted to teams. There must be definite lesson plans.[39]

---

[35]Donald D. Durrell, Improving Reading Instruction (Yonkers-on-Hudson, New York: World Book Company, 1956), p. 129.

[36]Durrell, "Pupil-Team Learning," p. 76.

[37]La Pray, Teaching Children, p. 139.

[38]Poirier, Students As Partners, pp. 16-17.

[39]Ibid., p. 37.

Stahl suggests beginning the teams in the following way. The teacher must begin the program slowly, set objectives of what the children will do, get herself and the classroom organized and above all be flexible. Activities in teams may be scattered over the first two or three weeks. Then two activities involving teams can be tried. Gradually the teacher can differentiate tasks for all the teams and vary the length as needed.[40]

La Pray recommends beginning the program by selecting the best reader, having him pick someone to enjoy the story with him, and going to a corner as far away from the rest as possible. Under teacher supervision one child reads title and author, both look at illustrations and try to figure out plot and ending, each takes a turn reading a page, both compare their prediction and the actual story ending. If the student does not know a word he should skip it and read the rest of the sentence then wait for his partner to give a clue (it begins with, it rhymes with) or listen as his partner tells the word. This team will in turn show others in class how to do it.[41]

The matched pair teams are most adaptable for practice and application of skills and are easiest for teachers just beginning pupil teams, while heterogeneous teams are best when working in the area of brainstorming,

---

[40]Stahl, Individualized Teaching, p. 47.

[41]La Pray, Teaching Children, p. 139.

show and tell, elaborative thinking or creative writing.[42] Three member pupil teams seem to work particulary well in arithmetic problem solving.[43]

Every child should have a chance to be a leader of his group and even the less capable can do so if:

1. The teacher has identified the word and phrase difficulties in advance and has given practice.
2. The stage has been set by the teacher's introduction to the story.
3. The pupil team has a list of questions to ask and answers to be recorded.
4. The length of the passage has been indicated by the teacher.[44]

The leader's role includes maintanence of discipline within his team, a responsibility and concern for each member, seeing that each member responds, and working with the teacher as an ally.[45] He will be assigned the responsibility of getting the scoring key and of checking the papers of his team.[46]

Durrell finds the obstacles to the program those listed below:

1. The amount of noise.
2. The possible loss of discipline.

---

[42]Stahl, Individualized Teaching, p. 46.

[43]Durrell, "Pupil Study Teams," p. 554.

[44]Durrell, Improving Reading, p. 128.

[45]Poirier, Students As Partners, p. 36.

[46]Bruce A. Lloyd, "Real Team Teaching," Education, LXXXVII (January, 1967), p. 298.

3. The poorer students loafing and leaning on the more capable.

4. The possibility of cheating when answers are handy.[47]

He would also include:

5. The possibility that certain children will lower working disciplines.

6. The fact that differing opinions result in quarrels.

7. The added burden on the teacher.[48]

Stauffer and Fry had listed as disadvantages the following.

8. It is too mediocre.

9. It penalizes the good reader keeping him from moving ahead.

10. It has the advantage of the Hawthorne effect.

11. It is not helpful with all students.[49]

In the primary grades children may work in pairs on many kinds of word recognition practice, on reading readiness activities, in silent reading, in contests (if paired equally), and in checking each others workbooks.[50] They can learn to work cooperatively with each other and with the teacher from the day they start school in the kindergarten

---

[47]Durrell, "Pupil-Team Learning," p. 78.

[48]Durrell, "Pupil Study Teams," p. 552.

[49]Russell G. Stauffer and Dr. Edward Bernard Fry, "Does Paired Learning Improve Reading?", The Instructor, LXXVII (January, 1968), p. 27.

[50]Durrell, "Implementing," p. 129.

or first grade.[51] For these smaller students plans are simpler, projects are shorter, and they need more guidance, but their ability will increase with maturity and experience.[52]

Gartner writes of a Micro-Social Pre-School Learning System where preschoolers worked together. At the end of the year they asked if they could continue working in teams.[53]

Durrell in citing the Studies of Stewart and Jameson and others, and Catterson and Campanero and others, notes that in the former study 80-85 per cent of the elementary school children preferred to work in teams while the latter study showed that after working in teams the preference was 95 per cent for teams.[54]

Poirier cites a study of a first grade class involving twenty-four students from a large urban school in California where students were grouped in sixes. The conclusions were more learning, better discipline and increased student self-discipline. In another study involving a first and second grade combination room, also in a large urban school in California, teachers found they had more classroom control,

---

[51]George I. Thomas and Crescimbene, Individualizing Instruction in the Elementary School (New York: Random House, Inc., 1967), p. 50.

[52]Margaret G. McKim, Guiding Growth in Reading (New York: The Macmillan Company, 1955), p. 176.

[53]Thomas, Individualizing Instruction, p. 50.

[54]Durrell, "Boston," p. 42.

better one-to-one relationship, a growing spirit of competition and an increase of concern for the neighbor.[55]

Poirier also notes a group of twenty-four first grade students in a large urban compensatory school in California where students were grouped in sixes. The teachers stated that they had difficulty in developing a pupil-oriented curriculum. They were also trying to find ways in which six or seven year olds could be used more effectively in reading teams.[56]

Murphy discusses Bradley's study of twenty-four second grade classrooms in an industrial city. Her study included control groups with a regular basal reader, paired groups under teacher supervision, and paired groups that selected and checked their own work. Results seemed to favor children in both paired groups rather than the group working alone with the regular basal reader.[57]

Batty and Cullinane conducted a study of team learning involving six first grade classrooms in two eastern Massachusetts communities.[58] Children were paired for work

---

[55]Poirier, Students As Partners, pp. 95-96.

[56]Ibid.

[57]Helen A. Murphy, "Mutual Aid in Learning in the Primary Grades," Changing Concepts of Reading Instruction, ed. J. Allen Figurel, International Reading Association Conference Proceedings, Vol. VI (New York: Scholastic Magazines, 1961),.p. 82.

[58]Dorothy B. Batty and Therese M. Cullinane, "Comparison of Individual and Paired Practice At Pre-Primer Level" (unpublished thesis, Boston University, 1959), p. 17.

in their pre-primer. After the completion of their workbook the students were given a word recognition test (built by the authors) and Durrell's Hearing Sounds in Words. The following were conclusions drawn from the study.

1. Teams were superior in word recognition skills.
2. Teams were superior in phonetic skills.
3. I.Q. did not seem to be a determining factor in developing word recognition.
4. Team learning appeared more effective for both I.Q. groups in word recognition skills.
5. Team learning was the more effective method for 90-110 I.Q.'s in phonetic skills.
6. There was no significant difference in achievement of word recognition scores when comparisons were made between boys and girls in each group.
7. Team learning was more effective for both boys and girls in word recognition skills.
8. There was no significant difference in the achievement of boys and girls in phonetic skills.[59]

In a study made by Clapper and others, second and third grade students were paired within their own classrooms. Team partners were changed every two days. The frequent changes were for the purposes of letting each child work with all the other children in the room. One day a week was set aside for individual work. Checks were made to see that the faster child did not do all the work. Personalities were considered in forming teams. Sex was not considered when

---

[59]Batty, "Paired Practice," p. 48.

forming teams.[60] The test scores on the Gates Primary Test showed significant gains.[61] The writer indicated that the children liked working in teams, but that two slower children working together did not prove successful. The writer felt a need for more individualization of the lessons assigned to the teams.[62]

Pupil Tutors

Thelen gives three facts that seem to indicate a widespread societal need which may possibly be attained by students working in tutorial situations. They are:

1. The different tutorial schemes have risen independently in all parts of the country.
2. The arrangements for tutoring take so many different forms.
3. Almost all educators feel that tutoring works.[63]

Students helping students is not a new idea. Friends have always helped each other with homework, the one room school relied heavily on students learning from each other, older students were taught and they in turn drilled younger students under the Lancastrian Monitorial System of the 1820s, and under the project method children are expected to learn

---

[60]Clapper, Harriet, et al., "Effectiveness of Paired Learning on a Reading Program in Grades II and III" (unpublished thesis, Boston University, 1958), pp. 62-64.

[61]Ibid., p. 88.

[62]Ibid., p. 93.

[63]Herbert A. Thelen, "Tutoring by Students," The School Review, LXXVII (September-December, 1969), p. 230.

from one another.[64] Children need to love and be loved and this need when not found outside of school can at times be met in the classroom.[65]

> Students in a classroom influence each other's attitudes, self-concept, aspirations, and motivation to learn. This influence usually is unplanned and is often not even recognized, but it exists inevitably wherever persons share a common fate or welfare. It has occurred to a great many school people that, under certain conditions in the classroom, students may influence each other for the better; and that this potential might become an important resource for revitalizing education.[66]

Most authors agree that tutoring is effective and many mention how it is used informally in classrooms as a means of remediation. Melaragno goes further to say:

> ... it must be a means to change the total classroom atmosphere in order to eliminate some of the conditions that made remediation necessary...for maximum impact and effect on education, the tutorial concept must be broadened and extended so that the total climate of learning is changed in such a way as to significantly affect all children, at all grade levels.[67]

A resource for helping to individualize instruction and for changing the learning climate in the classroom that has received attention recently is the student himself - -

---

[64] Ibid.

[65] William Glasser, Reality Therapy (New York: Harper & Row, Publishers, 1965), p. 9.

[66] Herbert A. Thelen, "Conference on the Helping Relationship in the Classroom," International Review of Education, XV (1969), pp. 494-498.

[67] Ralph J. Melaragno and Gerald Newmark, "A Study to Develop a Tutorial Community in the Elementary School,: Santa Monica, California: System Development Corp., 1969" (Bethesda, Maryland: NCR/ERIC Micro Form, ED 030 606), p. 7.

the use of elementary pupils to assist each other in learning. "... the school must become a learning community with its various members joined in a common effort to improve the learning of all."[68]

Lippitt's rationale for tutoring is:

1. That all children need more help.
2. That peers and older children offer resources adults cannot provide as well.
3. That tutors can often reach a child where an adult fails.
4. That a tutor provides a more realistic pattern of behavior.
5. That opportunities arise for friendship between peers within their culture.
6. That studies show a direct relationship between feelings of peer acceptance and the ability to use one's learning potential.[69]

Project Voice lists the tutoring goals (adapted from the Louisville Public Schools' Handbook for Tutoring) as:

1. An increase in the child's motivation to learn.
2. An improvement of basic academic achievement.
3. An increase in the social competency of the tutee.
4. An increase in emotional stability and a sense of personal worth.
5. To motivate toward a more positive attitude toward school.

---

[68]Ralph J. Melaragno and Gerald Newmark, "Tutorial Community Project. Report of the First Year (May 1968-June 1969), Santa Monica, California: System Development Corporation, 1969" (Bethesda, Maryland: NCR/ERIC Micro Form, ED 043 706), p. 4.

[69]Peggy Lippitt, "Children Can Teach Other Children," The Instructor, IX (May, 1969), p. 41.

6. To help tutee experience relevance, interest and fun of learning.

7. To improve tutee's ability to cope with his environment.[70]

Laffey and Perkins list the primary goals of a volunteer tutoring program as:

1. To provide more individualized attention to under-achievers.

2. To try to erase tutee's self-image of failure.

3. To increase tutee's oral language facility.

4. To build an interest in reading.

5. To provide reinforcement for learning that has taken place in the classroom.

6. To help tutee see that learning can be fun.

7. To try to overcome mild reading disabilities before they become a problem.[71]

Lunblad and Smith list the goals of the tutor as:

1. To develop a positive self-concept in the tutee.

2. To show acceptance of the tutee.

3. To help the tutee think of himself as a person who can learn.

4. To never berate the tutee for mistakes, but to always give encouragement.[72]

Ebersole lists goals for the program as:

---

[70] Volunteers in Education, B.E.P.D., A Coordinator's "How to Do" Handbook (Washington, D.C.: United States Office of Education, 1971), pp. 50-51.

[71] James Laffey and Phyllis Perkins, Teacher Orientation Handbook (Washington, D.C.: National Reading Center, n.d.), pp. 4-5.

[72] Helen Lundblad and Carl B. Smith, Tutor Trainers Handbook (Washington: D.C. National Reading Center, n.d.), p. 5.

1. To provide each child the personal attention of someone.

2. To provide children the opportunity of progressing at their own rate.

3. To provide the tutor a chance to reinforce his own learning.

4. To provide the tutor a chance to grow as a person because he is helping someone.[73]

Wright sees mutual instruction as a help so that each child can learn, but more he sees it as a deciding influence in the life of a tutor when the tutor must make the choice of a career. Many who have chosen teaching as their vocation indicate that at one time in their earlier schooling they were tutors.[74]

Melaragno notes Roger's list of values that accrue to the students as individuals.

1. They will more freely express positive and negative feelings toward other students, teachers and content materials.

2. They will be given an opportunity to work through their feelings to a meaningful relationship.

3. They will have more energy to devote to learning and less fear of evaluation and punishment.

4. They will discover they have a responsibility for their own learning.

5. They will be more free to take off on exciting avenues of learning.

6. Their awe of and rebellion against authority lessens.

---

[73]Elbert H. Ebersole, Programmed Tutoring in Reading (Pasodena, California: Eberson Enterprises, 1971), p. 25.

[74]Benjamin Wright, "Should Children Teach?," Elementary School Journal, LX (April, 1960), p. 357.

7. They discover learning process enables them to face problems directly related to their life.[75]

Ebersole gives the following as values of a tutorial program.

1. It capitalizes on one of the greatest resources available - the learner.
2. It does not add to the cost of education.
3. It makes use of materials already available.
4. Aids can be made from available supplies.
5. Personalities have a chance to develop.
6. Self-images are improved.
7. Good human relationships evolve.
8. Children are sometimes able to decide on their career.
9. Children learn to teach and in so doing become better readers.[76]

Melaragno lists the effects found in Lippitt and Lohman's 1965 study of sixth graders tutoring first to fourth graders.

1. The older students seemed very eager to volunteer.
2. The tutors seemed highly motivated by the discipline of the training program.
3. There was a deep personal satisfaction derived from being able to help others.
4. Tutors gained new insights into themselves.
5. The tutor's relationship with his teacher improved.
6. Tutor was more motivated to learn.

---

[75]Melaragno, "A Study," pp. 23-24.

[76]Ebersole, Programmed Tutoring, p. 2.

7. Tutees seemed to have no difficulty in accepting the tutor.

8. Throughout the school halls and on the playground less altercations occurred between classes.

9. The teacher found more time to help children who needed it when the tutors were present in the room.[77]

Melaragno in a summary of his own 1967 study found the effect upon tutors very encouraging.

1. The tutors assumed their role seriously.

2. The tutors sensed the importance of their work.

3. The tutors derived pleasure out of helping.

4. Several teachers reported that the tutor had been doing poorly and had been a discipline problem, but as a result of the tutoring responsibility there was a noted improvement in work and in attitude toward learning.

5. Students began to volunteer to tutor outside school time.[78]

6. Students were willing and did contribute excellent suggestions for the improvement of the tutoring program.[79]

Geiser noted that children treated in an adult way react accordingly. As a result there is a more positive teacher-tutor relationship which boosts the self-esteem of the tutor. He will succeed as a tutor for his ability needs be only slightly more advanced than that of his tutee.[80]

---

[77]Melaragno, "A Study," p. 5.

[78]Ibid., p. 4.

[79]Melaragno, "Tutorial Community Project," p. 25.

[80]Robert L. Geiser, "Some of Our Worst Students Teach!," Catholic School Journal, LXIX (June, 1969), p. 19.

Children who help others become much more aware of their own problems and begin to see ways to solve them.[81]

Teachers in Melaragno's study reported the following as disadvantages in the program.

1. Tutors did not have enough contact with the Kindergarten teacher. A third staff member was present and the tutor went to her instead of the teacher.
2. Some tutors would send substitutes but others would not notify the teacher of their absence.
3. Some tutors were stiff and shy and needed a get acquainted period within the classroom.
4. Some tutors had unrealistic expectations of what the tutee could do.
5. Tutors were often unable to recognize restlessness as a sign that they should terminate their activity.
6. Kindergarten teachers and sending teachers both wanted more direction of the tutor but were concerned about the time it would take.[82]

Some tutors liked helping, but they became bored when the tasks were repetitious. They were wanting to do something new. They were frustrated when they couldn't find a solution to a problem or handle a child with a problem. Most tutors expressed a desire for more training and someone to whom they could go to discuss their problems. A few had difficulty making up their work.[83] At first tutors tended to do work for the tutee rather than be an assistant.[84]

---

[81]Mary M. Harris, "Learning by Tutoring Others", Today's Education, LX (February, 1971), p. 49.

[82]Melaragno, "Tutorial Community Project," p. 24.

[83]Ibid., p. 34.

[84]Ibid., p. 26.

Thelen reports that in one program some tutees became so dependent on their tutors that they refused to work unless they were there.[85]

Lippett found that tutees enjoyed school more because of their success.[86] Lippett and Lohman named four natural components of the tutor-tutee relationship.

1. The tutee develops the ability to communicate more effectively.
2. The tutee is less likely to consider the tutor as an "authority figure".
3. The tutee is more willing to accept peer influence when he perceives a greater opportunity for reciprocal influence.
4. The slightly older tutor can present a more realistic level of aspiration to the tutee than an adult could.[87]

The tutee has someone who can answer his questions immediately. He also benefits from the personal attention he receives.[88] Some tutees share their good fortune by going home to family or friends and tutoring them.[89]

Gartner reports the findings of Fox and others on the five types of children who benefit most from tutoring experiences.

---

[85]Thelen, "Tutoring by Students," p. 232.

[86]Lippitt, "Children Can Teach," p. 99.

[87]Peggy Lippitt and John E. Lohman, "Cross-age Relationships - an educational resource," Children, XII (May-June, 1965), pp. 113-117.

[88]Mary Lou Alsin, "How We Love Our Lunch-Break Tutor!," Grade Teacher, LXXXVII (September, 1969), p. 95.

[89]Melaragno, "Tutorial Community Project," p. 26.

1. Children who find it difficult to succeed in their own age group.

2. Youngest children who haven't had a chance to be helpers.

3. Oldest children who have never had an older child as a model.

4. Siblings who have never been to school with equals.

5. Younger children who have not had the companionship of older children of the same sex.[90]

> We sometimes forget that even a needy child needs to be needed. A child who is deprived of the opportunity to help others has his self-image as a worthless person unwittingly reinforced.[91]

> ...sometimes students who are seemingly emotional deviates have been selected at the discretion of the reading specialist with highly beneficial results, both as tutors and tutees.[92]

Able students are usually good tutors, but often students having problems are more sympathetic toward the tutee.[93] Melaragno says "...all types of older students can be tutors...."[94] Lippitt and Lohman qualify it by saying that tutoring is probably a potent learning experience for children of all ages.[95] Recent experiments prove it is more beneficial

---

[90]Gartner, Children Teach Children, pp. 20-21.

[91]Geiser, "Worst Students Teach," p. 20.

[92]Herbert Rosner, "Facets of a Cross-Grade Tutorial Program," Paper presented at the International Reading Association Conference, Anaheim, California, May 1970 (Bethesda, Maryland: NCR/ERIC Micro Form, ED 041 721), p. 7.

[93]Russell G. Stauffer and Patrick Groff, "Should You Use Pupil Tutors?," The Instructor, LXXVII (August-September, 1967), p. 35.

[94]Melaragno, "A Study," p. 16.

[95]Lippitt, "Cross-age Relationships," p. 113.

when the tutor is three or more years older. The children do not compare the skills of these tutors to their own. The slower older tutors benefit from the experience while it can provide enrichment for the brighter students.[96] Rosner also notes that a minimum differential of two years in both age and achievement would be most beneficial for optimum gain. This differential heightens the value of the "image identity model" and lessons the tendency toward resentment or a personality clash.[97]

The primary grades are especially suitable for tutors. The children are eager to learn and are willing to accept pupil tutors who are superior readers.[98]

> As first and second graders are tutored by children from higher grades, they also learn how to tutor and can become very adept at helping each other and younger children in kindergarten. It is heart warming to watch what happens to first and second graders and their kindergarten tutees during tutoring at this level.[99]

> Whoever the tutor is, he is not a teacher. The classroom teacher is still responsible for the major content of the school day. The tutor is available to aid the teacher by working with specific children, talking to them, listening to them, being a friend to them, helping them practice skills they have learned in the classroom.[100]

---

[96]Lippitt, "Children Can Teach," p. 44.

[97]Rosner, "Cross-Grade Tutorial Program," p. 2.

[98]Durrell, Improving Reading, p. 127.

[99]Ebersole, Programmed Tutoring, p. 24.

[100]Laffey, Teacher Orientation Handbook, p. 6.

If a tutor is to succeed the teacher must remember that the tutor needs:

1. Encouragement.
2. To be treated with respect.
3. To feel wanted or needed.
4. Help and direction.
5. To know what is expected of him.
6. Praise.[101]

For the success of a tutoring program Melaragno recommends a philosophy that includes these characteristics.

1. The tutor's role is that of helper not teacher.
2. There must be explicit procedures for facilitating change.
3. The development of a tutorial community should be gradual.
4. There should be the application of an empirical evaluation-revision strategy.
5. Teachers need to use a team approach and the community must be involved.[102]

Intragrade tutoring may be structured (verbal instructions given to tutor-tutee) or informal (students use instructional materials as they see fit). Intergrade tutoring may make use of a preplanned and taped sequence, instructions to the tutor that he will follow or a sequence of activities and methods planned by the tutor and the tutee. Which ever type of tutoring one uses certain aspects should be emphasized. Melaragno strongly recommends,

---

[101]Laffey, Teacher Orientation Handbook, p. 15.

[102]Melaragno, "A Study," p. 11.

1. A careful diagnosis of the learners' needs.
2. Provisions made for a rich variety of materials to work with.
3. Tutor needs to be trained.
4. The development of some form of evaluation of the tutorial effectiveness on the part of the tutor and the tutee in both the cognitive and affective domain.[103]

Methods of training will depend on the type of program and the volunteers involved. These techniques are suggested by Project Voice, lectures, role playing, workshops, experienced volunteers train new ones, rap sessions, tapes, panel discussions, tape recorder, films, demonstrations by specialists, lectures with question and answer periods, brainstorming, field trips and observations.[104]

> There is no "best" method of tutoring. Whatever method or technique helps the student is best. Each student is an individual and the tutor and tutee should be creative about the methods they use.[105]

Laffey and Perkins discuss three possibilities for the tutoring sessions. Plan One involves one or more tutors coming into the classroom. This places a greater burden on the teacher, but also allows for a better teacher-pupil relationship.[106]

Plan Two would allow the tutors to work in a central location in the school. The policy of the school would

---

[103]Melaragno, "A Study," pp. 13-15.

[104]Volunteers, "How To Do" Handbook, pp. 46-47.

[105]Ibid., p. 53.

[106]Laffey, Teacher Orientation Handbook, p. 10.

determine if a reading supervisor was needed. One advantage of a central location is that materials would also be centrally located.[107]

Plan Three would let the tutors work in a central location after school hours.[108]

At Soto Street School they have developed three simple phases for the tutoring procedure which takes place within the classroom. First, they review words missed before. Secondly the tutee reviews previous story and begins to read while tutor listens. When five words are missed the tutee stops and the tutor asks questions about the material read. Thirdly, the words missed are studied. When they are known Phase Two continues until another five words are missed.[109]

Rosner divided the tutoring session into four sections but left it flexible so the tutor could work freely. He recommended oral reading and comprehension, an auditory approach involving phonics, a vocabulary practice and a time for reading stories to the children. Tutoring sessions of 40 minutes were held on three days. The last two days were for orientation and enrichment of the tutor.[110]

Most authors agree that both tutor and tutee will gain most if the tutor is well trained. Lippitt found the

---

[107]Laffey, Teacher Orientation Handbook, p. 11.

[108]Ibid., p. 13.

[109]Ebersole, Programmed Tutoring, p. 32.

[110]Rosner, "Cross-Grade Tutorial Program," pp. 11-13.

results of training were an increase in academic skill, more class participation, better school attendance, improved grooming, and a growth in self-confidence.[111]

Not only must the tutor be trained but there must be an on-going training. Stauffer and Groff suggest a check list for each day, a close check on time, perhaps a tutorial club where discussion can take place, and a check to see if the tutor and tutee are getting along together.[112]

Gartner refers to a study by the Lippetts where sixth graders tutored fourth graders. It was reported that the fourth graders made significant progress and the sixth grade students showed some increase in learning.[113]

Thelen notes a program in Overland Park, Kansas, where fourth to sixth graders were used to teach Arithmetic to the primary grades. The percentage of children needing help was cut 75 per cent.[114]

Thelen cites a program developed at the Bellevue School in Santa Rosa, California. The reading teacher sought the aid of fifth and sixth grade students to help the first graders. At first five girl members of a service club came. They in turn recruited students who had behavior or academic problems. These latter students were very willing to leave

---

[111]Lippitt, "Children Can Teach," p. 44.

[112]Stauffer, "Use Pupil Tutor," p. 35.

[113]Gartner, Children Teach Children, p. 3.

[114]Thelen, "Tutoring by Students," p. 114.

their classroom. They worked with various projects including filmstrips which projected stories and puppet shows. The effects of the program were described by the teacher as including: One child who overcame an inability to talk in groups, a tutor and tutee having the same behavioral problem worked together to outgrow it, an immature child was helped to grow up and enjoy the classroom situation.

The major problem was the lack of time needed for the tutors to compare notes with each other and form insights based on their experiences.[115]

Frager discusses a study made by UCLA Center for the Study of Evaluation of Instructional programs and the UCLA Head Start Evaluation and Research Center to discover which type of tutor instruction would produce the most significant growth in tutors as well as tutees. Forty-eight sixth grade students took the Stanford Achievement Test and were divided into two equal groups of high and low achievers. Three graduate students trained the tutors in two different methods. The first method was traditional. It included a description of the tutoring process, suggestions as to how they should work with younger children and answers made to any questions the tutors had. When needed, support was given to encourage them to remain in the program.[116]

---

[115]Thelen, "Tutoring by Students," p. 234.

[116]Stanley Frager and Carolyn Stern, "Learning by Teaching," The Reading Teacher, XXIII (February, 1970), p. 404.

> In the second counseling method adopted from Sorenson (1967), tutors were taught a procedure which consisted of five basic steps: defining goals, defining obstacles, specifying alternatives, identifying consequences of specific alternatives, and making selections among alternatives.[117]

During these sessions the tutors were also taught to look for observable evidence that the tutee had learned something new, to use a task analysis approach to determine which of the component skills the child already possessed before introducing new material, to see the value of both intrinsic and extrinsic rewards as motivation factors, to see that punishment is not effective in producing new learning, and to see the need for feedback so that the tutee would immediately know if he was right or wrong.[118]

On the McNeil ABC Learning Activities it was shown that the kindergarten children who received tutoring, by either method, were superior to those who did not receive tutoring. The achievement level of the fifth or sixth grade tutor appeared to make little difference in the amount of learning attained by the tutee.[119]

In a study made by Robertson and Sharp at the Wilbur Avenue Elementary School in Tarzana, California, sixty-six first graders were divided into a control group and an experimental group. Thirty-three low achieving fifth graders were trained in four-one hour sessions in tutor behavior,

---

[117]Frager, "Learning by Teaching," p. 404.

[118]Ibid., pp. 404-405.

[119]Ibid., pp. 405, 417.

tutor skills, procedures and program objectives, and the use of the Dolch Picture Word Cards. The tutoring program continued over a two month period. Thirty minute sessions were held three days a week. Results showed a significant difference between the experimental and the control group on the reading achievement post test.[120]

The writer was informed of a school in Hugoton, Kansas which has been using pupil tutors extensively for eight years. A visit was arranged with Mr. Stones, the principal of the Hugoton Elementary School, K-6, for December 8, 1972. The following is a summary of comments made throughout the day by the staff members.[121]

The fifth and sixth grade classes are involved as tutors for the first and second grade rooms. The advantage mentioned most often was that of the relationships developed between tutor and tutee and the increase in self respect seen in both the tutor and the tutee. Among the sixth grade tutors the teacher noted, for certain students, an improvement in classroom work while the tutees are motivated to work harder as they look forward to seeing their tutors and try to show them that they can do it. The primary teachers noted an increase in time they could

---

[120]Douglas J. Robertson and Vicki Friendman Sharp, "The Effect of Fifth Grade Student Tutors on the Sight Word Vocabulary Attainment of First Graders," San Fernando Valley State College, 1971 (Bethesda, Maryland: NCR/ERIC Micro Form, ED 055 735), pp. 1-26.

[121]Hugoton Elementary School, Hugoton, Kansas, interviews with teachers on the staff, December, 1972.

spend with children needing aid when tutors were present in the room.[122]

The time of day and the frequency of meetings each week between tutor and tutee are determined by the teachers and students involved. The disadvantage most often mentioned was that of scheduling time for a student or a class to participate as tutors. Students are not permitted to use their regular class periods as tutoring periods.[123]

The following plans indicate the freedom each teacher has to use tutoring as they feel it will best benefit the children in their classroom.

1. An entire class is involved in tutoring at the same time each day.
2. A class votes to send six different members each week to tutor in a fun reading program in the first grade.
3. A teacher requests six students slow in Math to tutor in a second grade classroom. This with the hope that both groups will benefit.
4. A sixth grade student hears of a child needing help and volunteers to help.[124]

It was noted that the older children must want to tutor and personalities should be evaluated by the teachers involved. An example was given of one student unable to work with younger children. This student was asked to check papers and help around the room.[125]

---

[122]Hugoton, interview.

[123]Ibid.

[124]Ibid.

[125]Ibid.

Definite regulations are established and discussed by the teachers and pupils involved. If tutors do not live up to expectations they are asked not to tutor until they can do so. The problem of students growing tired of the program and slacking off was discussed. One suggestion was that the tutoring be continued only for short periods of time dispersed throughout the school year. Another teacher said that if the tutor and the teacher would set goals and establish the manner in which the goals would be accomplished there would be no slacking off on the part of the tutor especially if, at the completion of the set goals the teacher and tutor would again set down and establish new methods to achieve their goal.[126]

In certain instances peer tutoring within the grade level was being used. It was noted by one teacher that the students preferred the older tutor to their own classmates.[127]

When Mr. Stones was asked if any tests were used to evaluate the success of the tutoring programs, he said that many techniques were used to help the children and they would not be able to determine what the influence of the tutors had been.[128]

The Soto Street School in Los Angeles has had success using a very structured pupil tutor program. The summary of

---

[126] Hugoton, interview.

[127] Ibid.

[128] Ibid.

the reading test scores are based on the Stanford Reading Test given in 1966-67 and in each succeeding year. When the present sixth grade were first graders 54 per cent ranked in stanine one and 42 per cent in stanine two. Only 4 per cent ranked average and above. Tutoring was begun. By third grade the students were involved in both intra-class and inter-class tutoring. In third grade 42 per cent of this group were ranking in stanine four and above. When they reached fifth grade 81 per cent of the children were ranking in stanine four and above.[129]

Each succeeding group has shown similar increases in ability. In comparison with the first grade class of 1966-67 which had ranked 4 per cent in stanine four and above, the 1967-68 class ranked 13 per cent, the 1968-69 class ranked 35 per cent, the 1969-70 class ranked 41 per cent and the 1970-71 class ranked 55 per cent in stanine four and above. These scores would seem to indicate that the children working in the structured tutoring program are making significant gains.[130]

Melaragno and Newmark refer to their 1967 study when fifth and sixth grade students tutored first graders. The study met with "considerable success". The trained elementary pupils were able to assist each other in achieving specific, behaviorally defined objectives and a positive relationship

---

[129]Soto Street School (Los Angeles, California), A Summary of Reading Test Scores of Soto Street School in Los Angeles from 1966-67 to 1971-72. (Stencil)

[130]Ibid.

developed between the tutor and tutee. The tutees showed progress in the areas where the tutors had been trained to help.[131] Among a fifth grade group of tutors tests showed no increase in scholastic attainment but also indicated no decrement in performance.[132]

Rosner has summarized the tutors' duties in a short work entitled SPACE AGE TUTORING.

> Success experiences for all involved
> Patience and understanding with youngsters
> Accept your tutee as he is and help him
> Compliment him for learning and cooperation
> Enter daily results of your accomplishments
>
> Ask your reading teacher when you need help.
> Give your child the best of yourself
> Enjoy school by helping others.[133]

---

[131]Melaragno, "A Study," p. 4.

[132]Melaragno, "Tutorial Community Project," p. 33.

[133]Rosner, "Cross-Grade Tutorial Program," p. 8.

CHAPTER III

PROGRAM FOR A FIRST GRADE

The program that follows is not intended to be as structured or as inclusive as the programs described by Ebersole or Melaragno where the entire school is involved. Instead it will be a program that any first grade teacher could use with the approval of the principal and the cooperation of at least one uppergrade teacher.

During the first month the teacher will study the children, their records, and the tests they have been given. She will administer tests that may be necessary to diagnose the specific needs of each child. A file will be kept where the teacher will record facts that will help her select materials suitable for each child. Toward the end of the month five short sessions of about ten minutes will be used in the first grade classroom to discuss the idea of working in teams. The children will be more likely to respond favorable if they take part in forming the regulations that will govern their team learning period. A poster listing these rules will be a constant reminder of their decisions.

The first few weeks children work in matched pairs on simple flash cards or worksheet assignments.[1] As the children grow familar with the pupil team procedure a variety of activities can be introduced. These will be listed later in the chapter. The maturity and the needs of the children will change quickly. After a few weeks partners may need to be changed or a second team session may be desireable. The assignment of pairs can be purposeful as mentioned above or random. Certain groups may be able to sign up for partners. Children will not always choose a friend for they know who they can work with and will often choose that child for a study partner.[2]

During the fifth month of school, meetings will be scheduled with the uppergrade teacher to plan for the pupil tutor sessions. The purpose of tutoring, the responsibilities of the tutors, the place and the time must be agreeable to both teachers. Both will work together in training the tutor.

The tutors will meet with the teachers for four thirty minute training sessions held over a two week period. These meetings will stress the goals of tutoring, the human relations involved in working with the younger child, the materials and the procedures for their use. These sessions will be held once a week after tutoring begins.

---

[1]Stahl, Individualized Teaching, p. 46.

[2]Marie A. Mehl, et al. Teaching in Elementary School (3rd ed.; New York: Ronald Press Company, 1965), p. 171.

All the students involved in the program will be invited to visit the classroom and the playground for one week before the implementation of the tutoring program to become acquainted with each other.

The first two or three weeks there will be only four pupil tutors coming to the first grade room for 20 minute sessions. This will give the teacher and the class a chance to adjust to the new learning procedure. After the adjustment has been made four new tutors will join the group each week until all are involved.

The tutor will keep records of each session. At least once a week the teacher will check the team's progress and will periodically spot test the tutee over the material being studied.

Each tutor or team learning partner must be made aware of the following points.

1. Care about the person you help.
2. Praise the partner often.
3. Don't give answers too readily.
4. Do ask a lot of questions especially over material read silently.
5. Do listen carefully.
6. Be patient and try to understand.
7. Ask the teacher if your not certain about a word or a procedure.
8. Help tutee understand that a person is not dumb just because he must ask for help.
9. Be friendly even outside the classroom.

10. Know how to use the materials or machines you will be using.

The variety of ways two students can work together includes listening to oral reading, asking comprehension questions, using flash card drills, games reading charts, puppet plays, puzzles, typewriters, tape recorders, filmstrips, overheads, chalkboard drill, making up rhyming words, reciting poems, writing stories, spelling dictation, workbook sheets, reading library books, or simply discussing a picture or a story to develop oral language.

Why not continue using all these ideas on an informal basis?

> The tutorial process has great potential for planned development as an educational force, provided that children receive appropriate training for their roles as tutors and helpers. However, its impact is likely to remain limited as long as it is a piecemeal program an appendage to the regular.[3]

---

[3]Melaragno, "A Study," pp. 6-7.

CHAPTER IV

SUMMARY

The use of pupil teams gives the teacher more time to work with the individual child needing help. Working within a team the child learns how to live and work with others and to grow in self-respect. The number of relationships that can be formed within the peer group is astounding. Frazier gives a formula for determining the potential number of pairs in the classroom.

x = number of pupils in group

y = number of one-to-one relationships

$$y = \frac{x^2 - x}{2}$$

If x is equal to 30 pupils then there is a possibility for 435 one-to-one relationships.[1]

Most authors suggest that a teacher approach a team learning situation slowly and that the program be begun with a small number of children or with one type of drill for all the teams in the room. The pupils must be trained to work together and must know their responsibilities to their partners.

---

[1]Alexander Frazier, "Learning In Pairs," Grade Teacher, LXXXVII (March, 1970), p. 95.

In a tutoring situation the child may or may not be from the tutee's class. When a child with a problem is made to feel accepted and worthwhile as a tutor or tutee many of his discipline problems seem to disappear. Some authors claim any child can tutor, but evidence now seems to indicate that a better relationship is formed if the tutor is at least two years older than the tutee.[2]

The program will succeed only if the teacher remembers the tutor is a helper not a teacher and has the procedures planned, the materials ready, and the evaluation checks prepared.

From the observations of teachers and the results of almost all studies it appears there is some growth in either personal achievement or academic achievement on the part of both the tutors and the tutees when pupil tutors assist in the classroom.

CONCLUSIONS

Pupil teams and pupil tutors can be very structured or very informal. Within either type of program a tutor, can usually succeed in helping the tutee.

The place, the subject, the grade level, the materials and the time do not seem so important as the relationship formed between the tutor and tutee.

Although the initial introduction to the program may be an additional burden to the teacher, the work load

---

[2]Rosner, "Cross-Grade Tutorial Program," p. 2.

will be reduced as the children learn the system and in time it will give the teacher more opportunities to use her professional skills and abilities.[3]

---

[3]Melaragno, "Tutorial Community Project," p. 27.

SELECTED BIBLIOGRAPHY

BOOKS

Dechant, Emerald. Detection and Correction of Reading Difficulties. New York: Appleton-Century-Crofts Meredith Corporation, 1971.

Dillner, Martha. Research Bulletin: Tutoring by Students: Who Benefits? Gainesville, Florida: The Florida Educational Research and Development Council, 1972.

Durrell, Donald D. "Implementing and Evaluating Pupil-Team Learning Plans." Change and Innovation in Elementary School Organization. Edited by Maurice Hillson and Ramona Karlson. New York: Holt, Rinehart and Winston, 1967.

Durrell, Donald D. Improving Reading Instruction. Yonkers-on Hudson, New York: World Book Company, 1956.

Ebersole, Elbert H. Programmed Tutoring in Reading. Pasadena, California: Eberson Enterprises, 1971.

Gartner, Alan; Kohler, Mary Conway; and Riessman, Frank. Children Teach Children. New York: Harper & Row, Publishers, 1971.

Glasser, William. Reality Therapy. New York: Harper & Row, Publishers, 1965.

Harris, Albert J. Effective Teaching of Reading. New York: David McKay Company, Inc., 1962.

Herber, Harold L. Teaching Reading in Content Areas. Englewoods Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Laffey, James and Perkins, Phyllis. Teacher Orientation Handbook. Washington, D.C.: National Reading Center, n.d.

La Pray, Margaret. Teaching Children to Become Independent Readers. New York: The Center for Applied Research in Education, Inc., 1972.

Lundblad, Helen, and Smith, Carl B. Tutor Trainers Handbook. Washington, D.C.: National Reading Center, n.d.

McKim, Margaret G. Guiding Growth in Reading. New York: The Macmillan Company, 1955.

Mehl, Marie A.; Mills, Hubert H.; Douglas, Harl R.; and Scobey, Mary Margaret. Teaching in Elementary School. 3rd ed. New York: Ronald Press Company, 1965.

Melaragno, Ralph J. and Newmark, Gerald. "The Tutorial Community Concept." New Models for American Education. Edited by James W. Guthrie and Edward Wynne. Englewood Cliffs, New Jersey, 1971.

Poirier, Gerard A. Students As Partners in Team Learning. Berkeley, California: Center of Team Learning, 1970.

Robinson, H. Alan and Rauch, Sidney J. Guiding the Reading Program. Chicago: Science Research Associates, Inc., 1965.

Smith, Nila Banton. Reading Instruction for Today's Children. Englewood Cliffs, New Jersey: Prentice. Hall, Inc., 1963.

Spache, George D. Toward Better Reading. Champaign, Illinois: Garrard Publishing Company, 1963.

Stahl, Dona Kofod, and Anzalone, Patricia Murphy. Individualized Teaching in Elementary Schools. West Nyack, New York: Parker Publishing Company, Inc., 1970.

Thomas, George I. and Crescimbeni. Individualizing Instruction in the Elementary School. New York: Random House, Inc., 1967.

Wees, W.R. Nobody Can Teach Anyone Anything. New York: Tower Publications, Inc., 1971

Volunteers in Education, B.E.P.D. A Coordinator's "How To Do" Handbook. Washington, D.C.: United States Office of Education, 1971.

PROCEEDINGS

Durrell, Donald D. "Pupil-Team Learning: Objectives, Principles, Techniques." Changing Concepts of Reading Instruction, ed. Figurel, J. Allen, International Reading Association Conference Proceedings, Vol. VI. (New York: Scholastic Magazines, 1961), 75-78.

McHugh, Walter J. "Pupil-Team Learning in Reading in the Intermediate Grades." Changing Concepts of Reading Instruction, ed. Figurel, J. Allen, International Reading Association Conference Proceedings, Vol. VI. (New York: Scholastic Magazines, 1961), 78-81.

Murphy, Helen A. "Mutual Aid in Learning in the Primary Grades." Changing Concepts of Reading Instruction, ed. Figurel, J. Allen, International Reading Association Conference Proceedings, Vol. VI. (New York: Scholastic Magazines, 1961), 81-84.

ARTICLES

Alsin, Mary Lou. "How We Love Our Lunch-Break Tutors!" Grade Teacher, LXXXVII (September, 1969), pp. 94-95.

Binder, Kenneth R. "Using Brighter Students in a Tutorial Approach to Individualization." Peabody Journal of Education, XLV (November, 1967), 156-157.

Christine, Ray O. "The Pupil-Pupil Teaching and Learning Team." Education, XCI (February-March, 1971), 258-260.

Durrell, Donald D. and Murphy, Helen A. "Boston University Research in Elementary School Reading 1933-1966." Journal of Education, CXLVI (December, 1963), 36-53.

Durrell, Donald D., and Palos, Viola A. "Pupil Study Teams in Reading." Education, (May, 1956), pp. 552-556.

Fleming, J. Carl. "Pupil Tutors and Tutees Learn Together." Today's Education, LVIII (October, 1969), 22-24.

Frager, Stanley and Stern, Carolyn. "Learning by Teaching." The Reading Teacher, XXIII (February, 1970), 403-405, 417.

Frazier, Alexander. "Learning in Pairs." Grade Teacher, LXXXVII (March, 1970), pp. 95-96, 98, 100.

Geiser, Robert L. "Some of Our Worst Students Teach!" Catholic School Journal, LXIX (June, 1969), 18-20.

Harris, Mary M. "Learning by Tutoring Others." Today's Education, LX (February, 1971), 48-49.

Lippitt, Peggy. "Children Can Teach Other Children." The Instructor, IX (May, 1969), 41, 99.

Lippitt, Peggy, and Lohman, John E. "Cross-Age Relationships-An Educational Resource." Children, XII (May-June, 1965), 113-117.

Lloyd, Bruce A. "Real Team Teaching." Education, LXXXVII (January, 1967), 296-300.

McCracken, Robert; Leaf, Bernice; and Johnson, Laura. "Individualizing Reading with Pupil Teachers." Education, LXXXVI (November, 1965), 174-176.

Maurer, David C. "Team Learning: 'How did you work no.5?'" Today's Education, LVII (December, 1968), 63-64.

Moskowitz, Howard. "Boredom? No More!" Science and Children, X (October, 1972), pp. 14-15.

Shapiro, Annette Frank, and Hopkins, Lee Bennett. "Pupil-Teachers." The Reading Teacher, XXI (November, 1967), 128-129.

Stauffer, Russell G., and Fry, Dr. Edward Bernard. "Does Paired Learning Improve Reading?" The Instructor, LXXVII (January, 1968), 27.

Stauffer, Russell G. and Groff, Patrick. "Should You Use Pupil Tutors?" The Instructor, LXXVII (August-September, 1967), p. 35.

Thelen, Herbert A. "Conference on the Helping Relationship in the Classroom." International Review of Education, XV (1969), 494-498.

Thelen, Herbert A. "Tutoring by Students." The School Review, LXXVII (September - December, 1969), 229-244.

Welborn, Lydia, and McKeon, Pauline. "Team Reading." Grade Teacher, LXXXVIII (November, 1970), pp. 96-98.

Witter, Evelyn. "Pair the Bold With the Shy - And Get Results!" Grade Teacher, LXXXV (September, 1967), p. 180.

Wright, Benjamin. "Should Children Teach?" Elementary School Journal, LX (April, 1960), 353-369.

Wright, Elizabeth J. "Upper-Graders Learn by Teaching." The Instructor, LXXVIII (October, 1969), 102-103.

MICRO FORM

Melaragno, Ralph J. and Newmark, Gerald. "A Study to Develop a Tutorial Community in the Elementary School." Santa Monica, California: System Development Corp., 1969, Bethesda, Maryland: NCR/ERIC Micro Form, ED 030 606.

Melaragno, Ralph J. and Newmark, Gerald. "Tutorial Community Project: Report of the First Year (May 1968-June 1969)." Santa Monica, California: System Development Corporation, 1969, Bethesda, Maryland: NCR/ERIC Micro Form, ED 043 706.

Robertson, Douglas J. and Sharp, Vicki Friedman. "The Effect of Fifth Grade Student Tutors on the Sight Word Vocabulary Attainment of First Graders." San Fernando Valley State College, 1971, Bethesda, Maryland: NCR/ERIC Micro Form, ED 055 735.

Rosner, Herbert. "Facets of a Cross-Grade Tutorial Program." Paper presented at the International Reading Association Conference, Anaheim, California, May, 1970. Bethesda, Maryland: NCR/ERIC Micro Form, ED 041 721.

UNPUBLISHED MATERIALS

Batty, Dorothy B. and Cullinane, Therese M., "Comparison of Individual and Paired Practice At Pre-Primer Level." Unpublished thesis, Boston University, 1959.

Clapper, Harriet; Conom, Mary Louise; Flagg, Marcia; Pugh, Rosamond; and Schmalz, Virginia. "The Effectiveness of Paired Learning on a Reading Program in Grades II and III." Unpublished thesis, Boston University, 1958.

Hugoton Elementary School, Hugoton, Kansas., interview with teachers on the staff, December, 1972.

Soto Street School (Los Angeles, California). A Summary of Reading Test Scores of Soto Street School in Los Angeles From 1966-67 to 1971-72. (Stencil)